

AN EVALUATION OF ENGLISH COURSEBOOK FOR YOUNG LEARNERS ENTITLED *ENGLISH CHEST*

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ABSTRACT

One of the English coursebooks used in the teaching and learning English in Indonesia is English Chest. This study was conducted to answer the questions: (1) To what extent does English Chest series fulfill the criteria of a good English coursebook for young learners in terms of: physical format, subject matter, page layout, vocabulary and structure, graphic elements and content?; and (2) Does this coursebook meet the requirements of the syllabus of teaching English in primary school in Indonesia? The terms were developed and modified based on the criteria proposed by Varella (2014) about the good coursebook for young learners. The design of the study is descriptive qualitative. Ten English teachers using the coursebook were asked to assess it based on a checklist and interviewed. After the data were analyzed, the findings revealed that English Chest coursebook the series is categorized as a good and appropriate English coursebook for EFL young learners. Furthermore, the syllabus proposed by English Chest coursebook the series is in agreement with the syllabus of Kurikulum Tingkat Satuan Pendidikan 2006.

Keywords: *coursebook evaluation, young learners, Varella's checklist, English Chest, syllabus, KTSP 2006*

INTRODUCTION

Worldwide, English is a means of communication in almost any field of life. It encourages countries to put English as one of the important

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subjects which must be learned at school. Indonesia is one of the countries. In Indonesia, pupils at the primary school level through high school learn English as a foreign language. Moreover, English is also taught at several kindergartens.

Learning and acquiring English as a foreign language is certainly not as simple as acquiring bahasa Indonesia, their native language and their mother tongue. They are similar in the acquisition process but the learning conditions are quite different. Brewster (2007) stated in case of learning condition of acquiring the foreign language, the pupils and students do not have as much time as in learning and acquiring the first language.

English Language Teaching coursebooks play a very important role in language learning and acquisition, especially in classrooms. Coursebooks are considered the basis for many language inputs that learners gain and language practices that occur in the classroom (Richards, 2001). In addition to that, the basis for the content of the lessons, the skills being taught and the kinds of language practice the students take part in are also provided by coursebooks.

Since English in Indonesia is a foreign language, the coursebooks being used in Indonesia have to deal with the learners' needs. Park (2002) stated that in EFL situation, students hardly ever have chances to use English outside the classroom. That is why English coursebook seems to be the only source by which students receive input. It means also coursebook is the main instrument in teaching and learning process.

In fact, there are a lot of coursebooks which are offered and provided. Several aspects should be considered in choosing coursebooks. One of the aspects which teachers should pay attention is the age of students. Coursebooks for high school students and for primary students must be different in many ways such as physical format, components, methods, etc. Since primary school students are categorized as young learners, everything should be sized and made 'special'. By nature, young learners are special. They have their own characteristics. They are curious,

mobile, active, full of imagination, like to talk, cannot think something abstract, are good in imitating, like to play and have fun activities and many more. Though they have limited vocabulary and grammar, they are good language learners.

There are many coursebooks which are used in teaching and learning English as foreign language in Indonesia. They come from local or even overseas publishers. The *English Chest* series is one of English coursebooks which are used in Primary School. It is a six-level coursebook which is designed for young EFL students in Indonesia. *English Chest* series was published in 2012. Several schools and English teachers have chosen this coursebook for their students. It is claimed as a coursebook which is fresh, interesting to study and is guaranteed that students of all learning styles will find entertainment and satisfaction in them. Yet, as far as the researcher's observation, there are limited studies which evaluate and analyze how far this coursebook meets the criteria of good EFL coursebook comprehensively. The goal of this study was to evaluate, analyze, and critique the English coursebook entitled *English Chest* series. It dealt with to determine to what extent *English Chest* coursebook meet the requirement of good level of EFL coursebook for young learners.

Moreover, one of the significant aspects which must be considered in selecting coursebook is whether there is an agreement between the coursebook and curriculum applied. Curriculum has to do with syllabus. A syllabus is a plan showing the subjects or books to be studied in a particular course. Breen and Prabhu (in Gurbuz 2013) stated that syllabus can be seen as a plan of what we are going to do in the classroom in our teaching and learning process. In a straightforward definition, Ur (2012) stated that syllabus is a document which presents information on what topics or content are to be covered in a course of study. It is so important that it concerns with the specification and planning of what is to be learned and achieve in the end of learning. Since the curriculum applied is curriculum of unit lesson-based (*Kurikulum Tingkat Satuan Pendidikan*

/ KTSP 2006), the researcher would like to get deeper understanding and evaluating whether these series are still appropriate in his classroom in accordance with the syllabus.

Furthermore, coursebook evaluation has purpose to provide feedback on how well the book works in practice and how effective it achieves it aims. It will be a good benefit for teachers who are going to use a particular coursebook. As a result, if there are not many evaluations, teachers do not gain any views about the book. This study is going to investigate and evaluate the *English Chest* series. Though this coursebook has been used by teachers and students in several schools in Indonesia, yet, there are limited comprehensive studies or evaluations which are conducted on this coursebook.

The question which appears are whether the *English Chest* coursebook meets the requirements of syllabus which is applied in elementary school in Indonesia and whether the coursebook is designed according to the principles of teaching English to young learners. In order to gain that answer, this study will evaluate *English Chest* coursebook in terms of physical format, subject matter, page layout, vocabulary and structure, graphic elements, and content.

Related to the problems in the previous subchapter, this study was conducted to answer the following research questions: (1) to what extent does the *English Chest* series fulfill the criteria of a good English coursebook for young learners in terms of: physical format, subject matter, page layout, vocabulary and structure, graphic elements, content? ; and (2) does this coursebook meet the requirements of the syllabus of teaching English in primary school in Indonesia?

This study explores whether *English Chest* coursebook fulfills the criteria of a good English coursebook for young learners in terms of physical format, subject matter, page layout, vocabulary and structure, graphic elements, and content. Furthermore it also investigates whether the

coursebook is in accordance with the syllabus of learning English in Indonesia.

Coursebook, young learners and coursebook evaluation

Coursebook and instructional materials are one of important elements in ESL/EFL classroom and ELT program. There are some advantages for students as well as for teachers which are proposed by theorists. The importance of coursebook is, firstly, considered as the visible heart on those classroom and program (Sheldon, 1998; 237). It makes the language input can be obviously received by learners. Cunningsworth (1995) identifies some additional roles in ELT curriculum. For students and teachers, they are a source of ideas and activities, an effective material and resource for self-directed learning, and a syllabus where they reflect pre-determined learning objectives.

Intended or not, coursebook is an important tool which gives many benefits for teachers and students in the process of language teaching and learning. It can drive them in teaching and learning procedures. It also influences teachers' method in transferring the material and students' method in acquiring the target language.

Because of the importance, some features are addressed to a coursebook. Zohrabi (2012) states there are several features. Coursebooks should be open-ended, flexible, authentic, learner-centered and based on universal topics. Coursebooks should be open-ended because it accepts many different ideas and points of view. They encourage a variety of students' and teacher's interpretations, answers, ideas and many more. They are called flexible because they allow learners to develop a number of skills and learning styles of theirs. They may select tasks, activities and approaches based on the learning needs. They also should be authentic. It means the materials which are presented there are written in the target language and (sometimes) used unedited in the classroom. In addition, they should be learner-cantered which means the learners are the main input

providers while the teacher is a facilitator which provides a starting point for approaches and language exposure. The last one, materials or coursebooks should be based on universal topic. It means the topics are presented in all cultures at the same time and as life experiences, feelings and relationship. Learners will see, aware and know the cultural differences and similarities. Those key features support the important role which is addressed to coursebooks. It meets the good criteria of a coursebook.

There are a number of EFL coursebooks which are offered by publishers and even made by teachers themselves. The expectation is that the coursebook can help teachers and students as what discussed in previous sub-chapter. Yet, in fact, not all of the coursebooks meet the expectation. Some of them are not appropriate and suitable in case of approaches, language content, language skills, organization, etc. The others are considered well enough in language teaching and learning.

Yet, are there any good or appropriate or suitable coursebooks? Tomlison (2006) obviously states no coursebook is perfect, since it can be used by different students in different circumstances. In case of students' need, it will be hard indeed for coursebook to fulfill all of the needs and styles. Zohrabi (2011) answers this confusion. Materials, especially coursebooks, need to be evaluated at every stage of the course in order to find their weaknesses and improve them. No matter how good and suitable and appropriate the books are, evaluation is a must. The important ideas are that the evaluation provides an opinion about the materials' suitability to the particular purpose and good knowledge of a book's content and its merits and demerits (Hutchinson & Waters, 1989; Sheldon, 1988).

Several experts proposed criteria of EFL coursebook evaluation. They are Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and the last but not least Harmer (2007). Each theorist and expert has their own criteria in evaluating or selecting a good EFL coursebook. It depends on their beliefs, point of views and the change of importance of coursebook over the years.

In addition, Cunningsworth (1995) proposes criteria for evaluating coursebooks as follows. There are four criteria. The coursebooks should correspond to learners' need (the match of the aims and objectives of the program). Afterwards, they should reflect the uses which learners will make of the language (as help for students to use the language for their own purposes). The third is they should take account of students' needs as learners and facilitate their learning processes. The last is the coursebooks should have a clear role as a support for learning.

It means teachers should choose the best book which will help them in the teaching process in classroom.

The pupils who use *English Chest* are categorized as EFL young learners. They learn English as a foreign language. Learning or acquiring a language for young learners is as complex as teaching a language to them. Young learners have their own characteristics. Lobo (2003) proposes a very comprehensive list of characteristics of young learners. According to her, young learners are very receptive, curious, motivated, able to pick up new sounds accurately, spontaneous and willing to participate. They are also physically active, interested in themselves, deeply involved in the world of fantasy and imagination, highly linked to the teacher and developing their personality. Besides their preference of learning by doing, they cannot concentrate for a long time, do not analyze the language, cannot remember things for a long time if they are not recycled. The last one is they are happier with different materials depending on the natural language they have on the different intelligences. Choosing, developing and evaluating materials must notice those characteristics of young learners.

Varela's criteria of good coursebook for young learners

Varela (2005) in her research states comprehensive and complete explanation of good coursebook for young learners. It deals with several aspects in the coursebook itself such as physical format, lay out, content, methodology, and so on.

The first aspect is the physical format. It involves the attractive and suitable cover for young learners; illustration which have basic and bright colors; information in front cover (title, author, level, school year, illustration, characters, etc) and in back cover (a list of elements of the course along with their description); big size of paper and big margin; and the type of paper which is not too shiny but has to be heavy enough.

Afterwards, it is about the page lay-out. It has to be clear and attractive. Clear and attractive means it using basic colors (red, yellow, blue and green). It also means all the pictures in the book have to be clear enough to give a context to the contents or activities. For young learners they have to show the basic elements and cannot add excessive details.

In case of its components, a course book must have Pupil's book, which can be at the same time work book (or activity book), teacher's book, puppet, audio CD/Cassette for both teachers and students with songs, stories, dialogues, rhymes, chants, flash cards to help introduce or review the course vocabulary, posters which help review every term, picture dictionary with illustrations of all the words studied in context, teacher's resource pack (with transparencies, cut-outs, photocopiable activities, extra songs, little animals, fruits, etc, in plastic, large pictures of the family, clothes, house, furniture, etc), big book of stories for the classroom with a CD or cassette, video or DVD to contextualize the contents of the books, provide some cultural information and tellstories, and interactive CD that provides extra practice for students at home or at the study centre.

Apart from the format, lay out and component, the method is also important. It involves a variety of language activities or supplementary materials given, and also the methods applied by the author of the coursebook. The method must take into account the processes, teaching method and approaches which are involved in the cognitive and physical development of children. Varela (2005) stated that a course for very young learners should be based on the Total Physical Response method. It should offer an oral approach, emphasizing the use of songs, rhymes and games.

All those should be combined with orders or movements, typical from the TPR method.

The content is also one of the important aspects. The topics have to be familiar and significant for children. Regarding the topics, the materials should be very flexible and suitable with children's characteristics. They should offer songs, games, stories and interesting activities. Teachers should be provided with a large number of activities for students.

Comprehensive and complete instrument is a must in evaluating a coursebook. It will help researchers to analyze and then find the answer whether the coursebook is appropriate or not. Based on the previous aspects, Varela proposed a sample checklist for coursebook evaluation.

The checklist of Varela is considered as comprehensive instrument which can be applied in evaluating coursebook for young learners. Therefore, the researcher is going to apply Varela's checklist with several modification.

Syllabus

Syllabus is one of significant factors at any school or courses. It consists of descriptive list of concept that teachers will give to their students. It is usually delivered in the first day of class to give obvious description about the class to students.

Ur (2012) stated that syllabus is a document which presents information on what topics or content are to be covered in a course of study. It is so important that it concerns with the specification and planning of what is to be learned and achieve in the end of learning. The information could be what is taught in a national school system, in a specific course or in a course book.

According to Candlin (1984) syllabi are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They

are concerned with the achievement of ends, often, though not always, associated with the pursuance of particular means. Furthermore, it traditionally has the mark of authority. Yet, Candlin (1984:31) also stated that syllabuses are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation. It means teachers may make and conduct their own syllabuses which consider situation at each class as far as they do not deviate from the curriculum.

According to Krahne (1987, in Bazayr, 2015) there are six kinds of syllabus. They are **structural syllabus** (based on the grammatical elements: sentence structure, verbs, noun, etc.), **notional/functional syllabus** (based on the communicative functions: agreeing, giving opinions, asking permission, etc.), **situational syllabus** (based on the language needed for different situation: at school, in a hospital, in a book shop, etc.), **skill-based syllabus** (based on the exposures on abilities or skills: listening, speaking, reading or writing), **content-based syllabus** (based on the content which students learn: history, economy, art, etc.), **task-based syllabus** (based on the series of complex and purposeful tasks).

Furthermore Ur (2012) proposed several additions of syllabus type. She added **lexical syllabus** (based on the lexical or words items taught: nouns, adjectives, suffixes, etc.), **standards-based syllabus** (based on the abilities on specific level of four language skills and sometimes more communicative categories and functions such as social interaction, expressing agreement and disagreement, and so on), and **mixed or multi-strand syllabus** (combination of all type of syllabus: functional, lexical, grammatical, standards-based, and situational syllabus).

Syllabus of Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)

There are two objectives of teaching and learning English which are proposed by ministry of National Education of Indonesia. They are: (1) to develop competencies of students in spoken communication while they

are doing something (language accompanying action) at school, and (2) to realize the importance of English in order to be survive in global citizenship.

By mastering English and great competencies in four language skills (listening, speaking, reading and writing), Indonesian students are able to communicate, to express their feeling and thought or opinion, to develop and master knowledge, to know and to introduce culture, and so on. The long-term goal is to prepare them to be ready and survive in global citizenship in the future.

The contents examined are words, structures, topics, skills and functions. In the terms of word, structures and topics, there are no specific aspects or ideas. There are only words of '*thank you, sorry, please and excuse me*'. There are also only simple phrase and simple sentence in case of structure. While, the topic is actually not specific but in the opening of the curriculum/syllabus, it is stated that the topic is about thing which is near the students and thing which is experienced by the students.

In the term of function, there are several expressions which must be taught to students. They are asking permission, giving permission, agreeing, denying, asking explanation, giving example to do something, command, giving direction, asking for help, asking or giving something, introducing self, inviting, asking or giving permission, expressing prohibition and so on. They have to do with the students' competencies of delivering their feeling and thought.

Furthermore, in case of four language skills, KTSP 2006 states the standard of competencies for each language skills. Those standard of competencies are classified into several and specific basic competencies. The following are the standard of competencies:

LISTENING

- Grade 4: Understanding simple instructions by doing action in context of class

- Grade 5: Understanding simple instructions by doing action in context of school
- Grade 6: Understanding simple instructions and information by doing action in context of student

SPEAKING

- Grade 4: Verbalizing simple instructions and information in context of class
- Grade 5: Verbalizing simple instructions and information in context of school
- Grade 6: Verbalizing simple instructions and information in context of student

READING

- Grade 4: Understanding very simple English sentences in context of class
- Grade 5: Understanding very simple English sentences in context of school
- Grade 6 : Understanding very simple functional and descriptive text with pictures in context of student

WRITING

- Grade 4: Spelling and writing English sentences in context of class
- Grade 5: Spelling and writing English sentences in context of school
- Grade 6: Writing very simple and short functional text in context of student

METHOD

This study was under the umbrella of qualitative research design because it was dealing with an analysis of a coursebook which is

categorized as documentary analysis research. Because the data of this research was taken from documents, audio-video recordings transcripts or words and pictures, then this research is also classified as descriptive qualitative research. Furthermore Anderson (2007) states that a descriptive presentation of qualitative data is a content analysis. Then the conclusion is the research design of the evaluation of English coursebook entitled *English Chest* is a descriptive qualitative content analysis.

The main source of data is the content of English coursebook entitled the *English Chest* series. The book is used by the researcher and his students in their school. The coursebook is the 10th edition and published by PT Asta Ilmu Sukses in Jakarta under the license of Compass Publishing. It is written by Liana Robinson and edited by David Paul. This book is designed for young EFL students especially in Indonesia. The *English chest* series correlates closely with the CEF (Common European Framework of Reference for language) and covers the syllabus of Cambridge Young Learners English Exams. *English Chest* level 1 correlates with CEF level A1.

The data collections employed in this research were document analysis and interview. Since the reliability of a research is a must, to make the present research more reliable, several English teachers who were using *English Chest* coursebook in Sidoarjo were involved as respondents. There were ten evaluators of the coursebook and the researcher was one of them.

First, the data were obtained from *English Chest* coursebook by analyzing all elements of the coursebook. They were collected by using an instrument i.e. a checklist which was developed by Varela (2014) in her journal entitled *Assessing Young Learner's English Materials*. There were four parts which were assessed by Varela (the student's book, audio-visual aids, the teacher's book and the interactive CD). The researcher did not investigate the interactive CD because it did not support the *English Chest* series. So there were only three parts which were assessed by the researcher. The evaluation assessed the elements of the *English Chest*

coursebook in term of: the **physical format** (13 items), the **subject matter** (7 items), the **vocabulary and structure** (4 items), the **graphic elements** (3 items), the **page layout** (3 items) and the **content** (16 items).

In general there were five steps in analyzing data. The first step was (1) analyzing and interpreting the data based on evaluation criteria. It has a purpose to find out how much each item of the checklist met the requirement of good English coursebook for young learners. The second one was (2) matching the result of findings with the information obtained from evaluators. The next step was (3) finding out how much each item of the checklist met the requirement of good English coursebook criteria for young learners. Afterwards, the researcher was going (4) to search and analyze both the syllabus and the coursebook. There was investigation whether the coursebook is in accordance with the syllabus of learning English in Indonesia. And finally, it was (5) concluding and reporting the results of the research descriptively.

This study used document analysis to gather the data to answer the research problem. The results of the English coursebook analysis were explained descriptively according to the coursebook evaluation checklist as written in previous subchapter. The checklist acted as a guidance to obtain the appropriateness of content or element inside the coursebook.

To answer the first research question, the researcher was going to gather information based on the checklist. Each evaluator put circle on the option '4' when he or she admitted the appropriateness of the aspects assessed and the option '1' when he or she observed the incompatibility of the aspects assessed (figure 1). The evaluators put circle on the appropriate choice to respond to the statements as follows: 1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree' and 4 for 'strongly agree'.

A. Student's book

- | | | | | |
|---|---|---|---|---|
| 1. The cover is attractive. | 1 | 2 | 3 | 4 |
| 2. The cover and binding are durable. | 1 | 2 | 3 | 4 |
| 3. The format is suitable (horizontal, large margins). | 1 | 2 | 3 | 4 |
| 4. The paper is suitable (you can't see through). | 1 | 2 | 3 | 4 |
| 5. The number of pages is adequate. | 1 | 2 | 3 | 4 |
| 6. The size and type of font are suitable for children. | 1 | 2 | 3 | 4 |

The example of the analysis done by an evaluator

Figure 1

Then, the researcher was going to unite all of the evaluations in this table (table 2) and classified them into the elements which were evaluated (physical format/ subject matter / page layout / vocabulary and structure / graphic elements / content).

The next step was the researcher analyses the result of the checklist. The analysis was conducted per item on the checklist. The analysis process also showed the strengths and weaknesses of this coursebook. The result of the analysis was presented in the form of percentage which is called the level of appropriateness. It was completed by dividing the number of criteria already fulfilled by the coursebook with the total number of the evaluation.

aspect E1 E2 E3 E4 E5 E6 E7 E8 E9 E10

1	3	4	4	3	3	3	3	3	4	2
2	4	4	4	4	4	4	4	3	3	4
4	4	4	4	2	4	4	3	4	3	4
5	3	4	4	4	4	3	3	3	3	4

The example of evaluation on the physical format of Student book

Table 2

E : evaluator

E1 : evaluator 1

criteria and multiplied by 100%. The result of final calculation was classified into four criteria proposed by *Pusat Perbukuan* (cited in Akbar, 2016). The percentage showed whether the coursebook is poor, sufficient, fair and good (figure 3). Finally, the calculation is shown in table 4.

To answer the second research question, the researcher was going to compare and contrast both syllabi of teaching English in elementary school in Indonesia (KTSP 2006) and syllabus of the *English Chest* coursebook (table 5). The similarities and differences were discovered and they were employed to measure how much this coursebook meet the requirements of the syllabus of teaching English in elementary school in Indonesia. It involved the investigation of their lesson objectives and the proportional of four language skills taught.

The first step:

$$\frac{N \text{ (total score of criteria fullfilled)}}{\text{(total possible score of each criteria by evaluator)}} \times 100 \% = x \text{ (percentage given)}$$

Second step:

$$\frac{\text{The sum of total percentage of each evaluator}}{\text{Total numbers of evaluators}} = \text{the final calculation}$$

Third step:

To classify the final calculation/percentage into the following criteria:

0%-49,9%	= poor
50%-59,9%	= sufficient
60%-79,9%	= fair
80%-100%	= good

Figure 3

	No.	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	E 9	E 10	R
STUDENT BOOK (physical format)	1	3	4	4	3	3	3	3	3	4	2	
	2	4	4	4	4	4	4	4	3	3	4	
	4	4	4	4	2	4	4	3	4	3	4	
	5	3	4	4	4	4	3	3	3	3	4	
		87. 5	10 0.0	10 0.0	81. 3	93. 8	87. 5	81. 3	81. 3	81. 3	87. 5	88.1 GOOD

The example of the calculation on the physical format of student book

Table 4

KTSP 2006		Yes /no	ENGLISH CHEST		
Grade	Basic competencies		Grade/unit / lesson	function	note
4	Responding by doing action in context of class	Yes	Grade 4/2/1 Grade 5/3/1	Command and rules	
4	Responding very simple instructions verbally in context of class	Yes	Grade 4/2/1 Grade 5/3/1	Command and rules	

4	2.1 Talking about introducing self, greeting, departing, and giving command	Yes	Grade 1/1/1 Grade 1/1/3 Grade 2/1/1 Grade 4/2/1 Grade 5/3/1	Introducing g Greeting Greeting Command Command	
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The example of the comparison and contrast between Syllabus of KTSP 2006 and Syllabus of English Chest series

Table 5

Note:

‘Yes / no’ shows the appropriateness of syllabus of English Chest series to syllabus of KTSP 2006

‘Yes’ means they match.

‘No’ means they do not match.

FINDINGS AND DISCUSSION

English Chest coursebook as a good English coursebook for young learners

Based on the data gained by the researcher, the average score for physical format of student book was 88.1 which is categorized as GOOD. Then, the teacher book is classified as FAIR for the average score was 71.5.

The components of *English Chest* the series are student book with audio CD, activity book, teacher books, and class CD. The audio CD of student book serves songs and dialogs in each lesson. While class CD offers PDF (Portable Document Format) files of picture cards, test and key answer of activity book; power point files of each lesson, audio mp3 files of dialogs and songs.

Teacher book, student book, activity book and class CD are easy to handle. They are monolingual (English only). All of the explanation, words, sentences, and instructions are in English.

Both student and teacher books are colorful. Their bindings are durable and very strong. The paper, format of text, and the size and type of font are suitable for both teacher and students. The cover of them is actually not too attractive. There are no pictures of characters which are funny and lovely for children. But there is a picture of a box with a crayon, a pencil, a microphone, a CD cassette, a headset, a book and two boxes written by the letter of S and E.

In case of page layout, the score which was obtained was 82.1. It is categorized as GOOD. It includes the page layout of teacher, student and activity book.

The format of teacher book is helpful for teachers. It shows the pages of student book in clear way. It also includes the lesson objective, grammar focus, the steps (warming up, activity and follow up), the audio scripts, language note, picture note and even extension activity. There is also the answer key for each exercise in every lesson. But the teacher book does not show the layout of activity book. It is served in the class CD which accompanies the teacher book. In addition to that, the teacher book does not provide a lot of extra information sheets such as student's progress, calendar, activity sheets and activity bank. Yet, it serves the syllabus, guidance, sample of lesson plan, frequently asked questions and language reference.

Furthermore, the page layout of the student book is suitable for children. It is horizontal, colorful and eye-catching. The pictures and text are placed well. The type and size of fonts are adjusted for children. For grade one and two who are in process of learning to write and to read, the size of the font is about 14 and it has 1.5 for its margin. It will be different for the third till sixth graders. The margin is 1.35 and the font is 12 for its size.

The activity book is almost the same as the student book but the different thing is in the case of color. The activity book has no color except black and white.

The next part which was analyzed was subject matter. This coursebook gained 74.6 as a level of fulfillment toward the criteria of subject matter. It means that the coursebook is categorized as FAIR in that term. The term of subject matter includes topics and content served by the *English Chest* the series.

There are various topics which are presented. They are interesting and close to children and their daily life such as: toy store, food, free time, friends and family, recreation and so on. But the topics are not organized in a good sequence or a logical way for each grade. For instance: the closest things which students have such as: 'my things' and 'at home' are presented in grade 2 and 3. While in grade 1, the topics presented are 'in the neighborhood', 'at school' and 'at the toy store'. They ('my things' and 'at home' are closest aspects to the life of children.

In the terms of content, there are two big issues analyzed. They have to do with the level of difficulty and the suitability for the curriculum. There were two curriculums which were applied in Indonesia at the time the researcher did this research. They were *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* and *Kurikulum 2013*. Since there was no English subject for elementary school in Kurikulum 2013, the researcher compared and contrasted the suitability of the content of KTSP 2006 and *English Chest* series.

The very big differentiation is in the content of each class. *English Chest* series presents various and a lot of contents for each grade from grade one till grade six. KTSP 2016 does not offer the content for all grades. The curriculum only includes grade four, five and six.

In case of level of difficulty, it was obvious that the coursebook drives the students to learn from the simple to the complex content. In grade one, students are introduced to simple sentence: *I am Ann; My name is Eric;*

It is a dog; It is white. Then in grade two they learn: *I can swim; It is your computer; She plays football.* Next, the sentences: *these are nice flowers. Put them in the vase; my brother is fat and he has blond hair;* are acquainted in grade three.

The other issues about content are about how the content related to other areas of the curriculum and whether the curriculum is bias-free. *English Chest* the series does not discriminate any people's race, sex, physical condition and organization or group. It is so obvious that the coursebook is bias-free that it holds all students or readers in a friendly and fair manner. In addition to that the coursebook is also related to other areas of the curriculum such as: physical education, science, history and social science. The coursebook provides reading text which are talking or discussing some of those areas. Yet the passages are presented in each lesson in grade four, five and six.

The average score obtained by *English Chest* the series reached 79.4 of vocabulary and structure. It is classified as FAIR. The vocabularies which are available are significant for the age group but there is no constant revision of the vocabularies. Unfortunately, it also happened to the structure. There is no revision at all of the structure and vocabularies for four or five years. However, both the vocabularies and structures are introduced in context. For instance: in grade one the context is 'at school'. The vocabularies established are things in a classroom, numbers, colors, toys, food and drink. While the structures are: *how many tables? Three tables; What color is your pen? It's red; Are you hungry? Yes, I am.* Another example is in grade 3 which has cultures and food as its context. Students are going to be introduced to the terms of country, nationality, food and drink. Then the structures they will learn are: *Where are you from? I'm from England; What do you want to eat? Italian food; Do you want pizza? Yes, I do.*

In addition to that, structures presented in *English Chest* the series gradually increase in complexity. In grade one, students learn question with

‘what’, subject pronouns, question with ‘who’, greetings, singular nouns, plural nouns, question with ‘how many’. While in grade three it increases into prepositional phrases, question with ‘where’, preposition of place, and present continuous tense.

Illustrations and drawings are one of the media helping children to learn. Viewing images and arriving at interpretations help to train children’s cognitive skills as well as creative experience, such as using information (Yu, 2007 in Sovic, 2016). The drawing and illustration of *English Chest* the series are clear and simple. They are very suitable for children in primary school. They are easily able to identify the pictures and illustrations and drawings. Because of the reason, the graphic elements of *English Chest* got 94.2 which is categorized as GOOD.

In terms of content, *English chest* the series reached 80.0 for teacher book and classified as GOOD. The audio of the coursebook gained GOOD by the average score of 86.3.

There are some aspects analyzed in teacher book in this kind of term. The first is about the objectives of each lesson. In grade two when the students are introduced by the information question with how (*How are you?*), the objective is by learning the lesson students will be able to express their feelings. Another lesson where students are asked to identify kind of food and drink, the objective is students will learn some food items and talk about different meals.

Another aspect is about the activities in learning process. The teacher book provides the steps of activities in each lesson. There are two main activities i.e.: warm up activity and follow-up activity. Yet, in several lessons, it serves what it is called as ‘extension activity’ or activity which can be run as the additional one. It will enrich the students’ ability. The steps, tips and explanations are so clear that teacher can easily apply them in classroom.

In addition to that there are also various activities. They all include activities of four basic language skills (listening, speaking, reading and

writing). Some of the activities are filling in the blank, asking and answering questions, matching, completing, playing (board games, asking and answering, doing conversation, singing) and so on. They are certainly accommodating various types of learners and learning styles from visual to kinesthetic.

Another aspect is quite important. It has to do with the socio cultural learning. *English Chest* the series cares of this issue. It is obvious that in some lessons, there is a language note(s) which students and teachers must aware of. For instance is grade one. The language note is about calling someone; *in English, we usually call our friends by their first names. Culturally we don't have to give our friends titles of respect or avoid using their first names when our friends are older than us.* In teacher book of grade three, there is another example: *in most circumstances, it is mean to call someone fat or ugly. It is OK to describe object or fictional characters with these words, but not for actual people. Do not allow students to describe themselves or their classmates in negative terms.*

One more aspect is the weakness of this coursebook. There are no photocopiable sheets for extra activities (arts and crafts, games, etc). The sheets are only in student book and it is just for game. There are no sheets for activities and even for exercise or examination.

The syllabus of *English Chest* coursebook and the syllabus of teaching English in primary school in Indonesia

The syllabus which is used in *English Chest* coursebook is a multi-strand syllabus. It is a kind of syllabus which combines not only one but several aspects (such as: function, notion, grammar vocabulary and structure) in a table. There are six syllabi for Grade 1 through Grade 6. While, the syllabus of teaching English in primary school in Indonesia is categorized as standards-based syllabus. It is under the curriculum of unit lesson-based (*Kurikulum Tingkat Satuan Pendidikan /KTSP*) which was issued by Indonesian government under the administration of the Ministry

of National Education. There are only 3 syllabuses i.e.: grade 4, 5 and 6 since English is started to be taught in grade 4.

In her book, Ur (2012) states that syllabus should consist of a comprehensive list of content items or process items; It is ordered from the easiest to most difficult; It has explicit objectives; It is accountable because it's a public document; It may indicate a time schedule; It may indicate a preferred methodology; and it may recommend materials.

Based on the criteria above, the researcher chose objectives and the contents as the aspects examined. After the objectives and contents were gathered, then the researcher was going to compare and contrast both syllabuses. Finally the answer of how far the syllabus of *English Chest* series meets the requirements of syllabus of KTSP 2006 was gained.

The objectives and content of syllabus of *English Chest* coursebook

English Chest coursebook is a series of coursebook specialized for EFL students. Since the target is EFL students, this coursebook has some objectives. They are: (1) to advance from simple phrases to complex sentences with ease and comfort, (2) to improve reading, writing, listening and speaking skills, and (3) to engage and facilitate students' language acquisition through lessons that tap into the multiple-learning styles of the class. Those objectives are driven into a bigger goal that is to make students master English even though it is not their first language.

The contents which are analyzed in this coursebook are in case of objectives, words, structures, grammar focus, topics, skills and functions. The contents in the syllabus of *English Chest* the series are specific. Each lesson has its own objective, grammar focus, sentence pattern, functions and vocabularies. It is obvious for teacher and even students about what they are going to learn, achieve and master.

Yet, the skills are not mentioned in the syllabus. The four skills which are trained are clear and shown in the lesson plan. Each chapter has several sections which students must join and pass. Those are word chest,

language chest, listening chest, talk chest, reading chest, writing chest and activity chest. They have their own ways and format.

The first skill is listening. It was found in listening chest. Here, **the target language is used in a conversation that emulates a real-life situation.** Some pictures help students to comprehend the conversation. Students read and listen to the conversation. This activity helps motivate students to learn by showing them a practical application for the target language. It also helps students define the new words and concepts.

Next is in case of speaking. There are two sections which can encourage students to speak. They are language chest and talk chest. Language Chest exposes students to some of the target language found in the lesson. Students can identify the pattern and the function of the expressions or sentences. After students review the material, they should practice talking to each other. This activity gets students acquainted with the target language. In addition, Talk Chest is also an activity which helps students in speaking skill. It presents the target language and new vocabulary. Previously, students were introduced to these concepts. But, Talk Chest is where students can memorize the new language. The students and teacher talk about the big picture first. Then, students try to fill in the missing words. This activity gives students their first chance to produce the target language.

Furthermore, Reading Chest recycles some of the vocabulary and/or target language in a written passage. The passages come in a variety of formats such as newspaper articles, diary entries, letters, e-mails, and magazine articles. The new context is interesting for students and applicable to their lives. This activity shows students how much they have learned. It also helps to increase reading proficiency.

Finally, in case of writing, Writing Chest is an activity that challenges students to use the skills they have learned. In order to remain interesting, the format varies from lesson to lesson. Students should be encouraged to proofread their work and correct any mistakes that they find.

The similarities and differences of syllabus of *English Chest* coursebook and syllabus of KTSP 2006

After gathering, comparing and contrasting both syllabuses, the researcher found the answer of how far the *English Chest* coursebook syllabus meets the requirements of syllabus of KTSP 2006. In short, most of objectives (table 6) and contents or the skills (table 7); the functions and words (table 8) of *English chest* syllabus and syllabus of KTSP 2006 are suitable for each other.

THE OBJECTIVES

No.	KTSP 2006	Yes /no	ENGLISH CHEST
1	to develop <u>competencies</u> of students in spoken communication while they are doing something (language accompanying action) at school	Yes	to improve <u>reading, writing, listening and speaking skills</u>
2	to realize the importance of English in order to be <u>survive</u> where they are, especially abroad or in English speaking country	Yes	(There is no explicit statement. Yet when students <u>have abilities</u> of listening, speaking, reading, and writing in English, they will be <u>survive</u>)

The comparison and contrast of the objectives between KTSP 2006
and *English Chest* series

Table 6

The underlined words or phrases in table 6 indicate the similarities in meaning. The word ‘competencies’ in KTSP 2006 refers to the four language ability improved in *English Chest* series. Afterwards, the abilities in listening, speaking, reading and writing mean the students are considered to be survive where ever they are since English is spoken and used almost all over the world.

The similarity indication is also shown in Table 7. The underlined words and phrases show the skills improved in KTSP 2006 and *English Chest* series match or are suitable for each other.

THE SKILLS

No.	KTSP 2006	Yes /no	ENGLISH CHEST
1	LISTENING <u>Understanding simple instructions</u> by doing action in context of <u>school</u> <u>Understanding simple instructions</u> by doing action in context of <u>class</u>	Yes	LISTENING <u>Understanding a conversation</u> that emulates a <u>real-life situation</u> .
2	SPEAKING <u>Verbalizing simple instructions</u> and information in context of school <u>Verbalizing simple instructions</u> and information in context of class	Yes	SPEAKING Producing the target language and <u>talking each other</u>
3	READING	Yes	READING

No.	KTSP 2006	Yes /no	ENGLISH CHEST
	<u>Understanding</u> very simple <u>English sentences</u> in context of school <u>Understanding</u> very simple <u>English sentences</u> in context of class		<u>Understanding</u> some of the vocabulary and or target language in a <u>written passage.</u>
4	WRITING Spelling and <u>writing English</u> <u>sentences</u> in context of school Spelling and <u>writing English</u> <u>sentences</u> in context of class	Yes	WRITING <u>Writing the target</u> <u>language</u> they have learned

*The comparison and contrast of the skills improved between KTSP 2006
and English Chest series*

Table 7

In case of the functions and words, they do not match 100 percent. The content of *English Chest* series is a lot more than KTSP 2006. They are more than 63 items included in grade 1 - 6. KTSP 2006 has only 63 items for grade 4-6. The table (table 8) shows the content of *English Chest* match to almost all content of KTSP 2006. There are only two items of content of KTSP 2006 which were not found in *English Chest* series.

THE FUNCTIONS AND WORDS

KTSP 2006		MATCH		ENGLISH CHEST	
GRADE	The amount of basic competencies (the content)	Yes	No	GRADE	The amount of the content
4	21	21	-	1 – 6	> 63
5	20	18	2		
6	22	22	-		

The comparison and contrast of the functions and words improved between KTSP 2006 and English Chest series

Table 8

In the previous chapter, the researcher had proposed Varela's (2005) criteria of good course book for young learners. They must be appropriate in case of the physical format, subject matter, page layout, vocabulary, structure, graphic elements and content.

Based on the calculation and the findings in table 9, it is obvious that *English Chest* coursebook is a GOOD one for young learners in English learning process. The highest scores are obtained in case of physical format, graphic elements, page layout and content of teacher's book and CD. As what Varela proposed, the cover is attractive and suitable for young learners. The size is also appropriate for them. The illustration and drawings are so clear, suitable and interesting for young learners. In addition, there are songs, rhymes, stories and dialogs in each unit. The audio is also great.

Yet, the book is classified as fair in terms of subject matter, vocabulary and structure and also physical format of teacher's book. Some problems found are that there is no constant revision of the book; there are not much extra information sheets in teacher book (student's progress, agenda, photocopiable sheets for art and crafts or games, etc); there are only several socio-cultural explanations about the material in each lesson; and so on.

TERMS	COMPONENTS	AVERAGE SCORE	CRITERIA
Physical format	Student Book	88.1	GOOD
	Teacher Book	71.5	FAIR
Subject matter	Student Book	74.6	FAIR
Page layout	Teacher Book	82.1	GOOD
Vocabulary and structure	Student Book	79.4	FAIR
Graphic elements	Student Book	94.2	GOOD
Content	Teacher Book	80.0	GOOD
	CD	86.3	GOOD
Average score for all terms		82,03	GOOD

Table 9

In addition, based on Table 6, KTSP 2006 tends to reach competencies in spoken communication (listening and speaking). But when the second objective is proposed, the phrase '*to be surviving where they are, especially abroad or in English speaking country*' means students must

have competencies also in reading and writing as they will face them in daily life as a citizen. This indicates that the objective of KTSP 2006 and *English Chest* are in line in case of developing four language competencies of students.

Then, the language skills which are focused to train in KTSP 2006 and *English Chest* are appropriate. Table 7 supports the previous statement. They do not only focus on the spoken language skills (listening and speaking) but also written language skills (reading and writing).

Afterwards, according to the table 8, it can be seen that in case of function and words, almost all of basic competencies of KTSP 2006 are in line with syllabus of *English Chest* coursebook. In grade four and six, all of function of language and words in syllabus of KTSP 2006 were found in syllabus of *English Chest*. It means all of syllabus of KTSP in grade 4 and 6 meet the agreement of materials in *English Chest* coursebook. While in grade five, there are only two from twenty basic competencies which are not found in *English Chest* syllabus. Yet, in general the syllabus proposed by *English Chest* coursebook series is in agreement with the syllabus of *Kurikulum Tingkat Satuan Pendidikan* 2006. *English Chest* coursebook series complements English learning for EFL young learners.

CONCLUSION

The purpose of this study was to explore the answer whether *English Chest* coursebook meet the criteria of a good English coursebook for young learners in terms of physical format, subject matter, page layout, vocabulary and structure, graphic elements, and content. Furthermore it is also to investigate whether the coursebook is in accordance with the syllabus of KTSP 2006. Questionnaire and interview for 10 teachers who use the coursebook are applied to find the important data for this study. The questionnaire consisted of 50 questions classified under 6 main categories (physical format, subject matter, page layout, vocabulary and structure, graphic elements, and content).

The findings of this research study revealed that *English Chest* coursebook the series is categorized as a good English coursebook for EFL young learners. The strengths of the coursebook are in terms of the physical format (student book), the page layout, the graphic elements and the content of audio and teacher's book. While the physical format of teacher's book, subject matter, vocabulary and structure are classified as fair.

Hereafter, the syllabus proposed by *English Chest* coursebook the series is in agreement with the syllabus of *Kurikulum Tingkat Satuan Pendidikan* 2006. Since the syllabus of KTSP 2006 is not specific, the syllabus of *English Chest* coursebook extends the complete, comprehend, clear and useful syllabus with its objectives and contents which do not depart from the KTSP 2006. In other words, *English Chest* coursebook the series complements English learning for EFL young learners.

The findings of the present study offer useful information for language teaching and learning in context of EFL young learners. Teachers who teach English in context of EFL young learners, especially in Indonesia, are recommended to use *English Chest* coursebook the series since it is categorized as good coursebook based on the analysis. The materials and content proposed by the coursebook may enhance students' skills and encourage them to learn English. Besides, the coursebook provide several and useful aids for teachers in teaching and learning process. But, it is a must that teachers should find more supplementary materials to make the language teaching and learning more effective and fun when they use this series in their classroom. For the book publisher, though, the category of the coursebook is fair, the researcher suggest there will be some revision and addition which are so beneficial that teachers and students may get more exposure and help in the teaching and learning process.

The present study investigated an English coursebook for the EFL young learners. Although the study revealed some findings regarding the *English Chest* coursebook which fulfill the criteria of good coursebook for

young learners and its syllabus complements the syllabus of KTSP 2006; however, the other studies conducting a comparative study between *English Chest* coursebook and the other coursebook for EFL young learners are needed and a must. They should involve more aspects with more specific and deep analysis on them.

This study is also expected as the preliminary research for another study in case of applying appropriate coursebook for EFL young learners in Indonesia since coursebook is one of the important things which can help young learners achieving and mastering English.

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